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DAFTAR ISI

THE NATIONAL CURRICULUM AND THE ENGLISH EDUCATION STUDY PROGRAM (EESP) CURRICULUM REFORM: ITS CONCEPTUAL FOUNDATION, ROLE, QUALIFICATION, DESIGN AND IMPLEMENTATION

Gregorius Punto Aji

ABSTRACT

The fact shows that higher education in Indonesia has been trapped into pragmatism and polarized to content-loaded, teacher-centered, and mechanistic learning practices. The curriculum reform, as a consequence, moves towards the same direction. Higher education, everywhere, is seeking the same goal – high quality of their output to fulfill the labor demands required by industrial world. The standard of quality is also determined by the outside powers – modernism, capitalism, and industrialization.

Amidst this situation, the English Education Study Program (EESP) needs to make an effort on its curriculum reform. In doing so, EESP is facing a set of problems that is rooted from the misleading interpretation and implementation of the national "competency-based curriculum".

A conceptual foundation on philosophy of learning needs to be taken into account in order to purify every attempt on education and curriculum reforms. Based on such a foundation, the EESP curriculum should be designed in a balanced and proportional manner.

This paper is meant to evaluate the national curriculum, to look for a strong foundation for the EESP curriculum reform, and to give the description of the EESP curriculum design and its implementation.

Key words: National Curriculum, EESP curriculum reform, philosophy of learning, role and qualification, learners, learning process, curriculum content.

1. EVALUATING THE NATIONAL CURRICULUM

The National Curriculum 2004 that is well known as competency-based curriculum has been tried out for two years. Before the curriculum is officially put into practice as the national curriculum, suddenly the head of *Badan Standar Nasional Pendidikan* (BSNP= Board of National Education Standards) announced recently that the curriculum was to be postponed and replaced by the revised one. The Nasional Curriculum 2004 that includes only two standards, i.e., standards of competency and content, is deemed not to be sufficient. There should be more standards to be included in order to be able to accelerate the education quality in Indonesia. BSNP has offered eight standards upon which the National Curriculum 2004 is revised and improved. Those eight standards are standards of (1) competency, (2) content, (3) educators and teachers, (4) process, (5) facilities, (6) finance, (7) management, and (8) education evaluation (Suhendro, 2005).

It is obvious that standards will become references for the curriculum design and implementation of all schools and universities. However, learning from the previous curriculum we can see that there is a great danger that the national curriculum, its interpretation, and implementation move towards pragmatism. This happens because of the impulsive influence of the global compe-

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tition in the spirit of modernism, capitalism, and industrialization. The fact shows that either international or regional agreements, such as WTO-GATT, APEC, and AFTA, have become the standards of industrial practices that much influence every effort in education reforms. A second danger happens when *Ujian Akhir Nasional* (the National Final Examinations) will still be used as one "controlling tool" to guarantee that the education quality has already matched the national standards, as well as "decisive judgment" to determine the students' graduation. When it happens, education in Indonesia will, once again, be trapped in the same classical problems – content-loaded, teacher-dominated, and mechanistic learning processes.

It is also true that the academic integrity of higher education, especially university, has been trapped by a pragmatic demand for skillful and "ready-made" labors. As a consequence, the "true" mission of higher education become secondary, or rather, it remains just "a beautiful word to be said" in every academic discussion or seminar. In place of scientific researches, for instance, profitable projects in affiliation with giant companies become very common as scientifically accountable reasons for them are always made available. Ironically, it seems to be the only choice to take unless many education institutions will financially collapse, and can no longer survive.

Consequently, curriculum designs in recent education reforms also move towards pragmatism. The competency-based curriculum is basically rooted in the Competency-Based Education (CBE) that emerged and was put into practice in the United States in the 1970s. The CBE is outcome-based that should be adaptive to the changing needs of the society. The main purpose of CBE is to prepare students to be able to survive and to take part in particular roles in the society. In order to be able to survive in a highly competitive world they need to have a set of competencies needed in particular areas or fields, such as workplaces, labor or professional groups, or other community groups (Richard and Rodgers, 2000).

Olivia (1997, in Hasan, 2002) also states that "competency-based curriculum" is included in the "outcome-based curriculum". In addition, McAsham (1981, in Mulyana, 2002) defines competency, as

> ...is knowledge, skills, and ability that a person can learn and develop, which become parts of his or her being to the extent he or she can satisfactorily perform particular cognitive, affective, and psychomotor behavior.

In practice competency-based curriculum has often been interpreted as "performance-based curriculum". Hamid Hasan (2002), for instance, stresses the meaning of competency on "the ability to perform". Therefore, since the society's demand on the education outcome is definitely so high, the required performances should be identical with the highly-standardized ones.

In the later development, the curriculum design approach has been widely based on vocational and professional purposes since industries have been extensively seeking people who have skills and competencies to join with them. It has given much influences to the curriculum designs in not only vocational schools but also universities. This can be understood since the influence of industrial demands for skillful and applied labors have been, so far, so high. This is in accordance with one of the project purpose of *Competency Based Training* (CBT) that is conducted by Indonesia Australia Partnership for Skills Development, i.e.:

1. Assist Indonesia to move to a demand oriented and industry driven training system.
2. Strengthen the capacity of vocational education and training (VET) institution to provide programs based on workplace needs.

3. Empower industry within VET system to help bring about a change in training culture.
4. Help establish partnership between industry and education and training providers.

So far in practice, the implementation of the competency-based curriculum is not far from the above interpretation. The reason why the previous curriculum (Curriculum 1994), which is based on *Kepmen Dikbud No. 056/U/1994*, can no longer applicable is that the curriculum should meet what the society hope mainly to fulfill the labor demands in the future (C.f. Daily *Kedaulatan Rakyat*, 18 June 2002). New study programs that are considered important are the ones that are prospective for industry (C.f. Daily *Kedaulatan Rakyat*, 17 June 2002). Whereas, sciences that are categorized in humanity branch of science, such as philosophy, history, and literature are left behind though their contribution to the appreciation toward human values, life, and universe is undoubtedly so high. Another example shows that scientific research becomes no longer an inherent characteristic of a university from day to day. Research projects and thesis writing have been no longer become obligatory subjects in many universities. Moreover, many others have no reluctance to abandon their existence from the curriculum.

All of these have brought a huge impact on the curriculum design that must be "applied" oriented (C.f. Daily *Kedaulatan Rakyat*, 26 June 2002). In order to back up the curriculum planning and its implementation, affiliations or partnerships with giant companies are immediate needs for higher schools and universities to guarantee that their curriculum planning can match with the corporate standards (C.f. Daily *Kedaulatan Rakyat*, 5 June 2002).

It is unavoidably true that education needs to change as the society's needs are rapidly changing (Reigeluth, 1996, in Franklin 1998). It does not mean, however, that the society's needs should not be identical with the corporate demands for skillful and applied labors. There are still so many other realities in the society, as well as complex problems they are coping with.

It is also unavoidably true that in educational reform curriculum design and redesign should be done regularly and continuously to catch up with "the changing world". However, it needs a real multi-dimensional and balanced consideration, instead of polarization towards the global trends (such as academic industrialization and commercialization). Some of the most important considerations in curriculum reform recently include:

1. **Standards.** Standards have been developed for many academic areas defining what students should know and be able to do at different levels. It is standard that determines the quality of education institutions and the outputs.
2. **Higher Order Thinking Skills**. Instances of traditional curriculum tend to emphasize the mechanistic learning process, such as recognition, memorization and repetitious practice of basic skills. Many curriculum reform efforts promote a greater focus on deeper understanding, such as logical analysis and problem solving.
3. **Depth not Breadth**. Compared to traditional curricula that tend to superficially cover a multitude of topics within each subject area, recent curricula should promote more in depth, selective focus, emphasizing fewer topics.
4. **World beyond the Classroom**. Traditional curricula tend to provoke the perennial student question, "Why do I have to learn this?" Some curriculum reforms emphasize real world topics and learning situations.

(*Curriculum in education reform. Websitehttp://www.edgateway.net/er101/curr.html*).

To summarize, there is a little note concerning the above idealism of curriculum reform. When standardization efforts are intended to determine the quality of education institutions and their outcome, who determine the standards? Isn't it definitely misleading when the standards are determined under strong vested interests from corporate institutions, or under the pressure of modernism, capitalism and industrialization powers? When the curriculum contents are loaded with materials as required strongly by vocational/professional demands, and when teachers and students are burdened with the preparation for the national examinations, how can students learn in depth about truth and reality, about the world, and develop their critically innovative thinking? "The world outside is not as narrow as job-hunting, and the secrets (=uncovered knowledge) of human beings, life, and universe are more interesting for those who are hungry for truth and reality".

What should the government or national curriculum designer do then? First, lesser control of the government over the curriculum contents would give the education foundations and institutions to determine their own qualities. It will stimulate a good competition among higher schools in accelerating their qualities. Lesser control over the curriculum contents will give every institution a greater chance to add their own values, and to determine their own missions. Secondly, this also gives a chance for new explorations of the hidden local potencies.

The curriculum reform should be based on a strong philosophical foundation, instead of naïve pragmatic considerations. The curriculum may have a set of ultimate learning goals, e.g. (1) learning to be, (2) learning to know, (3) learning to do, and (4) learning to live together, that will help learners to know themselves and to develop themselves to be mature persons (Hasan, 2002) and persons who have wider knowledge about truth and reality and also have the critical ability to develop the existing knowledge. Greater attention should also be given to not only the academic excellence but also the personality development, moral integrity, and appreciation to human values

2. BUILDING A CONCEPTUAL FOUNDATION UPON THE PHILOSOPHY OF LEARNING

It is time, then, for the curriculum thinkers and planners to look over their work. It is necessary for them to decelerate every misleading conduct of education and bring it back to the pure motives. One among fundamental considerations in the curriculum design is to put it upon the philosophy of learning basis. The reason is that the curriculum reform should rely on the psychological nature of human learning in order to purify every misleading motive, and avoid distorted nature of learning. Education missions and learning (as the process to carry out the missions) have been unconsciously deviated into a narrower meaning. Therefore, a strong foundation upon philosophy of learning, instead of pragmatic-based interpretation, will protect the academic integrity from every advantage-taking power and other detractors.

There are many streams of learning theory, and each has its own significance. However, according to Brenda Mergel (1998), they can be categorized into three major streams of basic learning theories, i.e.:

1. **Behaviorism**: This stream of learning is based on observable changes in behavior. Behaviorism focuses on a new behavioral pattern being repeated until it become automatic. Behaviorism, however, is unable to explain certain social behaviors. Individuals do not imitate all behavior that has been reinforced, or they may model new behavior after their first initial observation without having been reinforced.

That is why Bandura and Walters departed from behaviorism to move to a new theory, *Social Learning and Personality Development.* This theory leads to Bandura's Social Cognitive Theory (Mergel, 1998).

2. **Cognitivism**: It is based on the thought process behind the behavior. Changes in behavior are observed, and used as indicator as to what is happening inside the learner's mind. Cognitive philosophy can be traced back to the ancient Greeks Plato and Aristotle (Mergel, 1998). On of the major players in the development of cognitivism is Jean Piaget, who develops the major aspects human cognitive structure development: *sensor-motor, pre-operation, concrete operation, conceptual reasoning* (Phillips, and Jonas, 1991).
3. **Constructivism:** Constructivist learning is based on the premise that we all construct our own perspective of the world, through individual experiences and schema. Learners are considered to be active organism seeking meaning. Constructivism focuses on preparing the learner to problem solving in ambiguous situations. In problem solving and insight, learning depended upon something being done by the learner. Constructivists believe that learners construct their own reality or at least interpret it based upon their perceptions of experiences, so an individual's knowledge is a function of one's prior experience, mental structure, and beliefs that are used to interpret object and events. Realistic Constructivism believes that cognition is the process by which learners eventually construct mental structures that correspond to or match external structures located in the environment (Mergel,1998).

Current education practices may have a greater tendency to move towards constructivism. However, the other two cannot be neglected since their contributions are still very important. They give their specific nature of learning that constructivism fail to conceive. No theory make perfect, and each has its strength as well as its weaknesses. Firstly, adopting behaviorism, the learner is focused on a clear goal and can respond automatically to the cues of that goal. However, the learner may find themselves in a situation where the stimulus for the correct response does not occur. For instance, a worker, who has been conditioned to respond to certain cues at work, stops when an anomaly occurs, because s/he does not understand the system. Secondly, in cognitive learning the goal is to train learners to do a task in the same way to enable consistency based on particular cognitive structures. However when the learner learns patterns to accomplish a task, it may not be the best way, or best suited to different situations. That is why cognitive learning sometimes fails to approach to social problems. Finally, following constructivism, the learner is better able to deal with real life situations because the learner is able to interpret multiple realities. If a learner can solve the problem, they may better apply their existing knowledge to a novel situation. In a situation where conformity is essential, however, divergent thinking and action may cause problems (Mergel, 1998).

No one can deny that strong foundation upon learning theory is an essential element in curriculum design. A greater emphasis can be made upon a certain theory as constructivism has recently given a stronger influence. There is, however, no "best" way to learning model, or rather, there are as many "best" ways as there are learners. This means that there is no simple, single way to teach everyone. Instead, we need to change how education is viewed as a process and accommodate a multitude of learning styles. Therefore, designing a curriculum must not be strictly polarized to a certain learning theory. The design must also accommodate all the existing theories in a proportional manner. Eclectic adoption of some theories can sometimes be a wise solution (Mergel, 1998).

It is also important to take into account that a balanced proportion must be given to "content", "output", and "process" in the curriculum design. When the curriculum stresses more on content and output, the learner would likely become an animate object of 'academic commodity'. Meanwhile, "process-based" curriculum design without much consideration on content and outcome is likely illustrated as 'a famous, professional group of musicians without a set of symphonies and the managing director'.

3. REFORMING THE ENGLISH EDUCATION STUDY PROGRAM (EESP) CURRICULUM

3.1 The Role and Qualification of EESP in the Indonesian Context

The role and qualification of EESP in Indonesia can not be separated from the new paradigm of the teacher's professionalism in Indonesia as it is regulated in the newly issued *PP No. 19 Tahun 2005*. Before the regulation was issued almost all EESP belong to a university's faculty of teachers training and education, and is responsible for graduating professional English teachers. Now university can no longer produce certified professional teachers if it does not have a teacher certification program for their graduates.

Nowadays, a university should give a new nature to the existence of EESP, i.e., not only a professional responsibility but also scientific researches and development in English Language Teaching (ELT). Therefore, in Indonesian context, a university that has an EESP plays dual roles, i.e.:

1. **Academic and scientific responsibility**: Developing knowledge and science in ELT, conducting researches in language and ELT, and developing/engineering ELT in a wider scope in Indonesian context, not merely English teaching in formal grade schools (*TK, SD, SMP,* and *SMA/SMK*).
2. **Professional responsibility**: Preparing its graduates who want to become professional English teachers. This still becomes the responsibility of EESP since no other field of study is responsible for developing the knowledge and science in ELT. EESP should have the bargaining value that only graduates from EESP are the most appropriate candidates to take the certification program for professional English teachers.

In addition, there is a set of qualifications attributed to each graduate of EESP, on which the core of curriculum content is based, i.e.:

1. Have the good personality of a fully mature person: morally, intellectually, emotionally, socially, etc., as an intellectual person.
2. Have the good knowledge of English and ELT fundamentals/principles
3. Have the good understanding of society, culture, and language; and their relationship with second/foreign language acquisition/learning
4. Have the good competence of English (linguistics, grammar, structure, vocabulary)
5. Have the good performance of English (speaking, reading, listening, writing, pronunciation)
6. Able to conduct researches in language and ELT in order to give a critical evaluation and to develop ELT in Indonesian context.

Besides, EESP may consider an additional curriculum content that are related to the professional English teacher.

1. Able to design a particular English teaching program and a classroom program that is based on a certain theoretical foundation and adaptive to current teaching situation
2. Have a good knowledge of classroom management principles and language teaching strategies, and able to apply them to current classroom situations

3. Able to design and engineer teaching media.

3.2 Treating the Learners

Based on the philosophical foundations of learning, the curriculum should give holistic, multi-dimensional, and purposeful views to the learners to gain the specific, beneficial contributions of each theoretical base. Although the newest theory, such as constructivism, gives a brand new outlook to the learner as a human being, still the older views gives undisputed reality toward human learning that the newer theory cannot account for. Besides, the nature of knowledge or skill to be acquired can also determine how to treat the learner. Particularly in second and foreign language learning, an imitative and repetitive way (as grounded on behaviorism) to learn a particular point in language learning, and on a particular purpose, sometimes work very well and bring its valuable benefit. Age, mental and social conditions, and many others, may also be another consideration to give a particular treatment to the learner. Grounded on the three major learning theories, the EESP curriculum can, in a purposeful and flexible manner, accommodate the models ranging from strict controls of the teacher over the students to fully independent/self-regulated learners. A major emphasis should be given to a certain theory, but complementary contributions from the other theories are in many ways bring about much effective learning.

The current move and effort of education is to make learners to be independent or self-regulated in the learning process. Self-regulated learning, which is developed from constructivism, presumes that students are active learners and take control of their own learning at any age, level, or learning situation. It allows learners to explore and create their own meanings. Rogers advocates that it is an unstructured method of teaching where teacher's role is that of a facilitator and the student is allowed to pursue their own self-discovered learning activities. Rogers believes that all human beings have a natural propensity to learn, while the role of the teacher is to facilitate such learning, i.e.: (1) setting a positive climate for learning, (2) clarifying the purpose of the learner, (3) organizing and making available learning resources, (4) balancing intellectual and emotional components of learning, and (5) sharing feelings and thoughts with learners but not dominating. Rogers' theory of learning evolved as part of the humanistic education movement.

3.3 Accommodating the Learning Processes

In considering the learning process it is, once again, important to avoid polarized dependence on a particular process of learning, because of a fanaticism or 'stubborn' belief in a single particular concept.

Nowadays, constructivist learning processes are extensively developed. However, learning processes that go under the influence of behavioral-objective movement are still relevant, widely used, and often give satisfying results. This movement is rooted from the behavior psychology. In a behavior learning process, a learning task must be broken down through analysis into specific measurable behavior-based tasks. For instance, learning process based on Bloom's taxonomic analysis of learning behaviors categorizes cognitive, affective, and psychomotor domains into sets of behavioral capability. Cognitive domain, for instance, is divided into: to know, to comprehend, to apply, to synthesize, and to evaluate. Mastery Learning is another example, in which education goes through a set of purposeful processes: pre-test, teaching, post-test, adapt procedure, teaching and testing again to the point of actual learning (Mergel, 1998). In the other nature, cognitive ap-

proach moves from behaviorism, which emphasizes on external behavior, to a concern with the internal processes of the mind and how they could be utilized in promoting learning. It addresses processes of learning such as knowledge coding and representation, information storage and retrieval, incorporation and integration of new knowledge with the previous information. Because cognitivism and behaviorism are both governed by an objective view of the nature of knowledge and what it means to know something, the transition of the two has been not entirely difficult (Mergel, 1998).

Cognitive approach in learning process makes use of advance organizers, mnemonic devices, metaphors, chunking into meaningful parts, and the careful organization of instructional materials from simple to complex, all of which are applicable to second language learning (Mergel, 1998). It is indeed so disadvantageous if these beneficiaries taken from the cognitive learning processes are abandoned in the EESP curriculum design.

Finally, constructivism promotes learning processes that consist of a more open-ended learning experience where the methods and result of learning are not easily measured and may not be the same for each learner. Constructivism is a holistic philosophy of learning. Tenets of this philosophy, which can contribute to EESP, include: the need to situated learning and problem solving in real-life contexts where the environment is very rich in information, and no right answers are available (embedded knowledge), such as authentic tasks, cognitive apprenticeship, meaning negotiated through interactions with others, multiple perspectives on reality, nurturance of reflexivity and learning in ill-structured domains (Skaalit, 2002). Communicative Language Teaching (CLT), for example, is the latest and most commonly used language teaching method that will extensively use the constructivist's process of learning.

In methodological implementation to language learning, as behaviorism and cognitivism shows a faithful dependence on systematic procedures leading to learning outcomes, constructivist's rejection against detailed, fixed, and step-by-step methods are quite obvious. As the objective of behaviorism and cognitivism can be carried out by the system approach of educational planning (c.f. Banathy's Model), this approach is not compatible to constructivism since each of individual learners is responsible for knowledge construction, and the instructional design is not 'anything goes'. Behaviorism and cognitivism focus on building instructional system, simplification (start with easy and progress to more difficult) and repetition (rote learning, drills, and practices). On the other hand, constructivism focuses on creating or fostering learning educational environments rich in embedded knowledge, real world experiences, authentic activities, and situated learning such as "micro-world" and multimedia simulations, construction kits, and social interactions (Schindelka, 2000).

3.4 Setting the EESP Curriculum Content

It is too much in this occasion to give an elaborate description of the whole curriculum content. However, in a very general manner, a brief discussion of the content will be given below, though it will not certainly give satisfactory explanation. The EESP curriculum content should, first, comprise concepts of language. It concerns the fundamental questions about the nature of language (the scope of linguistics), and in relation with language learning (applied linguistics, the scope of psycholinguistics) (Stern, 1983 and Corder, 1973). In addition to the study of language, learners need to know the society and culture in relation with language in use. If they concentrate to hard on linguistic forms and forget the people who use the language in

ordinary communication, they distort the reality of language use. On the other hand, if they overemphasize people and language use and disregard details of linguistic forms, their teaching tends to become superficial and unserviceable (Stern, 1983). Hence, an insightful point shows that a balanced proportion of emphasis between the study of form and function will give a good conceptual basis in language teaching.

Second, EESP curriculum should include the study of human developments, concepts learning, and language learning. The purpose of this study is that the student will have a comprehensive knowledge about human being and human development, and fundamental concepts of education, human learning and language learning. This is very important for their professional lives, as well as their interests in research and development in the future. Concerning language teaching, courses should cover subjects, such as theoretical foundations on language teaching approaches and the introduction to established language teaching methods and strategies.

Third, to equip the EESP students with a good conduct of English the curriculum should cover the teaching of all language skills and components. It is necessary for the student to know, as well as to have a real experience, in learning the language skills and components either as individual, separated subjects, or in an integrated course. Integrated course brings a lot of benefits for beginner students to catch up with the other students who have the higher language proficiency.

Forth, special attention should be given to the integration of technology into curriculum design. It involves the infusion of technology as a tool to enhance the learning in a content area or multidisciplinary setting. Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally (Antififf, 2000). In EESP, technology, especially the advanced developments of information and communication media with their audio-visual and multimedia equipment, can serve as both information sources and facilities for teaching media engineering. The availability of automated linguistic data or corpus linguistics, for instance, enable people to take the benefit from it, not only for language researches and developments, but also for the purpose of language learning. They are used either to learn a particular language element or to improve a certain language skill (McEnery and Wilson. 1996). One of them is to improve the speech production, since information and communication media can provide technological capacity to process human speech and to respond to it as it happens in the natural *Computer Mediated Learning* (CML) and the engineered *Computer Assisted Language Learning* (CALL). In *automated linguistic data* (corpus linguistics) and *machine-readable texts* (c.f. internet web-sites), there are many types of language data, language registers, thematic and stylistic texts that are available for communication in general, and language learning in specific. Corpus linguistics can serve as sources for teaching materials, data for researches, and any other sorts of information for a great deal of purpose (McEnery and Wilson. 1996).

From the view point of language acquisition, information and communication media give the user, who is notably the second language learner, wide opportunities to confront with a variety of natural speeches. They give the learners the linguistic environment (context) that is so crucial for the learning process itself (Quinn, T.J, 1980). CML, for example, will likely promote the strong version of communicative approach in second language learning – using the target language, and as a consequence, the language proficiency increases unconsciously (Richard, and Rodgers. 2000). In CML, which facilitates the real use of

information and communication media, learner-centered learning takes place fully. Learner-centered learning is very important since this process focuses on the learner's needs, styles, and goals, allows the learner's creativity and innovation, and enhances the sense of competence and self-worth. In CML learner-centered learning, learners are given opportunities to focus on their own learning process through an understanding of their own style of learning and through the development of appropriate strategies for autonomous learning.

In CALL, on the other hand, when people use a set of software and utilize the media for the purpose of learning the target language, the process of learning takes place. (Brumfit, 1983) It is developed from the weak version of communicative approach – learning the language with the main purpose in order to be able to use the language as a means of communication (Richard, and Rodgers. 1986). For instance, people have extensively engineered the computer and multimedia software and hardware as one of language learning media called Computer-Assisted Language Learning (CALL) with its considerable benefits that can be taken form it.

In addition, the advanced information and communication media are able to provide communication with all its aspects (orthography, prosody, phonology, morphology, and syntax) and contexts (sociolinguistics, psycholinguistics, sociopolitics, and culture). (Brown, 2001). It happens because of the extensive development of advanced printed linguistic information (automated linguistic data) and audio-visual technology they can provide. Utilizing this method, a learner can improve not only the receptive skills, but also the production of the target language. CALL's speech recognition programs, for instance, have a multitude of potential applications: exercises in pronunciation, feedback graphs showing accuracy of a learner's control of phonemic and prosodic elements, etc.

4. CONCLUDING REMARKS

EESP curriculum reform is coping with the same problem as the other study programs are facing, i.e.. pragmatism and misleading education practices. Pragmatism in the higher education has resulted in the polarized interpretation of the national curriculum, which is competency-based curriculum. "Competency-based curriculum" means "Outcome-based curriculum", which is intended to fulfill the labor demand for industry and which has the standard that is predetermined by the industrial requirements. The integrity of higher education, especially university, is definitely in question.

To bring the higher education back to the right direction, the curriculum reform should look upon a conceptual foundation from the philosophy of learning and should be adapted to the role and qualification in the Indonesian context. A balanced out-look on the learning philosophy will not result in a polarized curriculum design, and can purify every education motive that is influenced by strong vested interests from outside powers.

As the consequence of its inclusion to a university, EESP in Indonesia has dual roles, i.e., (1) responsible for scientific researches and developments in ELT and (2) responsible for generating professional English teachers.

EESP must also include the integration of technology to the curriculum design since technology can give a lot of contributions to the study in EESP. CML, CALL and other technology-based learning methods are evidences of the extensive use of information and communication media technology in language learning.

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